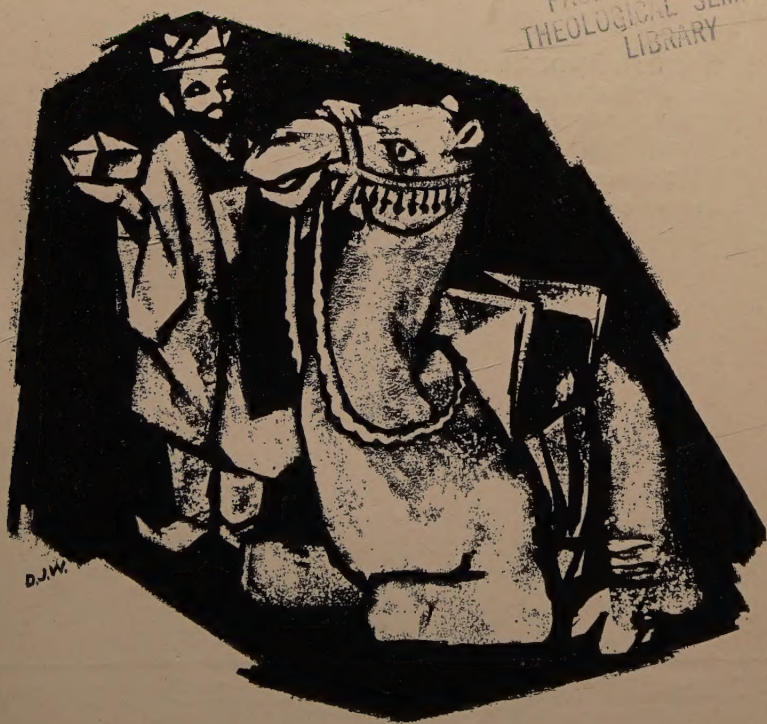


# The Church School Teacher

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THE  
CHURCH SCHOOL  
TEACHER

VOL. XXVII No. 10  
DECEMBER 1958

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COVER ARTWORK BY  
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## Presession

by THE EDITOR

LAST month's issue, with its suggestions for Christmas services, was really our Yuletide edition. This month we are back with the quarterly business of "Helps" articles.

In days past we published "Helps" articles for teachers of kindergarten through intermediate. Now we have added suggestions for teachers of senior high and adult Bible classes. We hope our readers are finding the articles helpful.

One can determine the health of a church school by the caliber of its monthly staff meetings. If the school holds no meetings one can generally conclude the patient is dying. If its meetings are sporadic and ill-planned one anticipates an early coma. But if there is a monthly (at least) meeting with Bible study, fresh insights about ways to teach, and department-by-department sessions to

plan the coming units and lessons, one knows from experience that the patient will be healthy.

A doctor can but diagnose and prescribe. It is the patient's responsibility to get well by following his doctor's counsel. So it is with counseling church school staffs. We continue to press for good monthly meetings. We supply the helps to make them good. From there on it is up to the church school staffs. The heartening outcome is that each month a few more staffs join the health seekers. So, if your teachers are showing signs of lapsing into unconsciousness, won't you please try our tested remedy and get them back to health! The remedy is in this issue.

*Health* is our Christmas wish for you. *Merry Christmas and health.* And for you healthy ones our wish is, *Merry Christmas and continued health.*



## *Bethlehem Is a Promise*

by ROBERT S. NELSON

**I**T IS A holy privilege to teach in the church school the wonderful words of life. At no other time of the year is that more clearly brought home to us than at Christmas—for here we find not only the center of that which we teach but the very reason for being. No one can come away from a close look at the wonder of Christmas without being changed. It is that re-charging joy which helps make the ordinary tasks of the rest of the year seem worthwhile. And when we look into the faces of the children at this season of the year we should be truly glad in a very personal way, for Christmas is a promise, God's promise to us!

If all that we hold dear were taken from us—the glitter and the glow of Christmas lights, the good food from the kitchen, the tender magic of happy faces, the privilege of worship in the church of our choice, the beauty of Christmas

carols, the love that seems so close at this time of year—if all these were snatched, would Christmas still have the same meaning? The answer is probably “no” for all of us, but the answer should be “yes.”

We need to be reminded that the real story of Christmas is not the story of any of these. It is man who all too often has added the alien elements and obscured the glory. Christmas is the story of a dirty little sheep town that became a promise. That is why we sing and are glad at this season. And all of this because God came! A little Child was born! Hope came into the world! Light came! Darkness fled! Life came! Death was done! And we are told in the words of Scripture that the Child “grew in wisdom and in stature, in favor with God and man.”

But when He grew up to tell men that they were lost, some began to hate him. Their sin could not stand the fierce light of His Love. And so they killed Him on a cruel instrument of torture. But when they took Him from those

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*The Reverend Nelson is pastor of Salem Lutheran Church at St. Cloud, Minnesota.*

who loved Him, they gave Him to the world. And when He died on that cross outside Jerusalem's wall, the little sheep town became a promise for all of us.

There will always be questions to plague us—God would have us as questing spirits. We cannot be good teachers unless we question. And yet we need to remember that Christmas does not come to place our grief or pain or sorrow in bold relief. It does not come to give us a higher standard of living. It does not come to answer every question of our life. But it does

come to answer the only one that really matters. Christmas is not only a promise but a personal encounter. It does give us an answer with the bold strokes of a star over a manger, the healing ministry of a wonderful Man, the blackness of storm and crucifixion, the glory of a new spring morning by an empty tomb, a promise of a new Jerusalem amidst the ruin and rubble of earth. Christmas sets our teaching in the church in the right perspective. It makes real the words: "For God so loved the world."

## *Come Haste Ye . . .*

### *An old Welsh Carol*

All poor men and humble,  
All lame men who stumble,  
Come haste ye, nor feel ye afraid;  
For Jesus, our treasure,  
With love past all measure,  
In lowly poor manger was laid.

Then haste we to show him  
The praises we owe him;  
Our service he ne'er can despise:  
Whose love still is able  
To show us that stable  
Where softly in manger he lies.

## Suggestions for Your Next

### Three S. S. Staff Meetings

#### ► For Your December Meeting

The purpose of the December meeting should be to make plans for the January 1959 Sunday school sessions. The following are workable suggestions for accomplishing this purpose:

*Bible Study*—thirty minutes. (If possible, the pastor should lead the Bible study.)

Theme: How the Old Testament was used in the early days of Christianity.

The teacher can prepare himself by reading one or both of the following:

Anderson, B. W., *Rediscovering the Bible*, N. Y., Association Press, 1951, pp. 153-179.

Alleman, H. C., and E. E. Flack, *Old Testament Commentary*, Philadelphia, Muhlenberg Press, pp. 1-4.

The CGS scripture passages are from many different parts of the Bible. Primary and intermediate deal chiefly with the life of Jesus; seniors with the poetry of the Old

Testament; kindergarten with the theme, "Bible Homes"; juniors with the first seven chapters of Acts. The teacher of the Bible study should familiarize himself with the scope of the work of each course.

The Bible study teacher might begin by writing a few pertinent questions on the board, for example:

1. What do we mean when we say Christ is prophesied in the Old Testament?

2. Of what use is the Old Testament for Christians today?

The teacher should keep the questions in mind as he presents his material.

I. Jesus used the Old Testament

A. At his temptation, Matthew 4:1-11

B. In his teaching, Matthew 22:36-40; cf. Deuteronomy 6:4-5 and Leviticus 19:18b. Matthew 5:45; cf. Proverbs 25:21f

C. In his suffering, Matthew 27:46; Psalm 22:1



## II. Early Christians used the Old Testament

- A. To explain Jesus' mission, Acts 2:34-37; Psalm 110:1. Cf. also Matthew 22:44
- B. To explain his resurrection, Acts 2:25-28; Psalm 16:8-11
- C. To explain opposition to Jesus, Acts 4:25-26; Psalm 2:1-2

A brief period might be allowed for discussion. Close with a brief, pointed statement of the outcomes.

### *Practical Information Period*—thirty minutes.

The discussion during this period might be about the purposes and values of "The Activity Period" in the church school. Possible resources for the leader of such a discussion are:

*Here's How and When*—Keiser  
*The Church School Teacher's Job*—Eakin, chapter 5

*Creative Activities*—Rice, Parts I and II

*Ways of Teaching*—Andersen, pages 102-110

*Teaching Beginner Children*—Bunge, page 17

*Teaching Primary Children*—Gouker, pages 23-27

*Teaching Juniors*—Weber, pages 23-24.

### *Department Study and Planning Period*—at least sixty minutes.

For this period the teachers of

each department should meet separately. Each teacher will need the winter quarter's Christian Growth Series and this issue of *THE CHURCH SCHOOL TEACHER*. (See "Helps" articles for the departments.)

The teachers under the direction of the departmental leaders should study and make plans for teaching the next month's work. The study may consist of the following:

1. A discussion of the unit as a whole.
  - a. Biblical bases and aims.
  - b. Activities and materials needed.
  - c. Plans for worship.
2. Detailed plans for each lesson in the month.
3. Preparation of materials needed.

### ► For Your January Meeting

The purpose of the January meeting should be to plan for the February Sunday school sessions.

### *Bible Study*—thirty minutes.

Theme: The Opposition of the World to the Servants of God.

The teacher should prepare himself by reviewing the CGS material which will be used in the month of February.

The study might open with a reference to John 1:11.

- I. Jesus was opposed  
 Mark 3:31-35; 7:1-6

II. Old Testament saints were opposed

Amos

Daniel

Jeremiah

Abraham, Genesis 12:1-3

The Servant of the Lord, Isaiah 53

III. Early Christians were opposed  
Acts 9:23-25

The Bible teacher should attempt to point out as exactly as possible the reason for opposition in each case. He should also endeavor to involve the learners in these situations and the decisions that were made by each Biblical person. Pertinent questions will set people to thinking:

1. When is an issue important enough to risk opposition?

2. How can one find strength to face opposition?

3. What is the difference between willingness to face opposition and a martyr complex?

*Practical Information Period*—thirty minutes.

"Use of the Bible in the Church School" could be the topic for this meeting. The following resources would prove helpful if this discussion is held with the combined staff:

*The Task of Christian Education*—Wyckoff, chapter 6

*The Church School Teacher's Job*—Eakin, chapter 7

*Teaching for Results*—Edge, pages 65-76; 116-127

*The Teaching Ministry of the Church*—Smart, pp. 144-153.

If this discussion is to be held by departments, using the appropriate parts of the following resources will be helpful:

*Making the Bible Live in Your Teaching*—Olson

Teaching the Bible filmstrips.

*Department Study and Planning Period*—at least sixty minutes.

Study and plan for the next month's work. See suggested outline for the December meeting. Refer to "Helps" articles in the January issue of THE CHURCH SCHOOL TEACHER.

### ► For Your February Meeting

The purpose of the February meeting should be to make plans for the March Sunday school sessions.

*7 Feb 19*  
*Bible Study*—thirty minutes.

Theme: God's love for man.

At this period of the church year, which culminates in Good Friday and Easter, the Bible teacher may want to refresh the learners' minds concerning God's love and some of its manifestations among God's people. He should point out at least two things, (1) God's love is not sentimental; it involved sending His Son to



earth, and eventually the cross. It demands suffering love on the part of Christian people. (2) The Old Testament also speaks extensively of the love of God and the missionary work of God's people.

I. God's love was illustrated in the Old Testament

Hosea's love for his unlovely wife

Jonah's mission to the Ninevites

II. God's love was fulfilled in the life of Christ

His coming, John 3:16

His teaching, Luke 15:1-32

His love for children, Mark 9:33-37

His compassion for the multitude, Matthew 14:13-21

His healing, Luke 9:37-43a

His cross, Luke 23:39-43

III. God's love is carried on by the missionary work of the church

Christ's command, Matthew 28:16-20

The labors of Paul, Acts 16-28.

*Practical Information Period*—thirty minutes.

The discussion during this period may revolve around the topic "Music in the Church School," with the following suggested resources:

*Music in the Religious Growth of Children*—McShields, chapters 2, 3, 4, 9

*Ways of Teaching*—Andersen, pages 124-128

*O Sing Unto the Lord*—Horn, pages 124-132

*Teaching Primary Children*—Gouker, pages 14-15

*Teaching Juniors*—Weber, page 18.

*Department Study and Planning Period*—at least sixty minutes.

Study and plan for the next month's work. See suggested outline for the December meeting. Refer to "Helps" articles in the February issue of THE CHURCH SCHOOL TEACHER.



# Helps for Teachers of Kindergarten

by ELAINE S. OLSON

*Based on Christian Growth Series  
Kindergarten 2, Winter Quarter*

THE word "stories" is in the title of both fall and winter quarters of Kindergarten 2. Kindergarten age people learn many things through stories, including Bible truths. At the age of four or five chronology is of little significance so Old Testament stories need not be in chronological sequence. One of the essentials in kindergartners' learning of Bible facts is to begin to get an understanding of God's loving plan for His people. Also, it is important that they learn to live the Christian life.

Is there a way to check results as we teach the children in our Sunday church schools? The desired outcomes printed on page four of each Teacher's Guide may serve as a check list for our aims in planning and for evaluating what we have done. Many of the results of teaching cannot be checked, either directly or indirectly, but a guide list can help to keep us aiming in the right direction.

As we plan the use of the winter quarter's material we should

note that Easter comes on March 29, which is the thirteenth Sunday of the quarter. As the quarterly is planned the thirteenth session is for Palm Sunday so one lesson must be shifted to the spring quarter. Session 13, "Jesus Listens to the Children," should be taught on March 22. Session 12, "Jesus Gives a Girl Life," can well be taught after Easter. In the department lesson planning now make provision for this.

When you read this, Christmas plans will be on your minds. Think of all that Christmas implies and how important this is to the members of your class. Keep this in mind when you make the transition to the new unit. Develop ideas from the family life of Jesus as a baby to the years while he was growing up.

A unit on homes has special appeal for four and five-year-olds. The home is the most important association which they have had. With any age group teaching of the unknown must be based on the known, so here we can teach the children about the homes of other

lands and other eras by comparison with homes here and now.

To induce questions and conversation have bulletin board pictures which show homes of many types such as log cabins, adobe huts, trailer houses and houses with thatched roofs. In talking with the children point out the similarities rather than the differences in living under various circumstances. Throughout the unit emphasize the thought that living in any kind of home can be happy if those who live there love God and love each other.

### Using Pictures

It may be well to post pictures of many types of homes on the bulletin board but to reserve the illustrations of home life of Bible times for a booklet. To help the children understand how people lived in Bible times mount some of the illustrative pictures from old lesson leaflets, both from kindergarten and primary courses. For example, Primary 2, Fall Quarter, has pictures of (1) a well, (2) a street, (4) a market, and (6) a tent. On each page write a brief description of what is to be emphasized in each picture. This will serve as a reminder to the teacher and the helpers each time the picture is discussed with the children. If the mounted pictures are fastened together in a booklet they

may be used with all units of this quarter and as background information for later units.

Other leaflet covers which may be used are Kindergarten 1, fall quarter, (6) a street scene, and summer quarter, (7) a guest room, (9) a roof scene, and (12) a family eating in their house. Kindergarten 2, winter quarter, has (2) a tent, (3) a guest room, and (5) a well. Spring quarter, (7) pictures Jesus in a room. Primary 2, winter quarter, (12) has a roof scene, and Primary 3, fall quarter, (6) shows a house in the background. Kindergarten 1, fall quarter, (2) has a black and white picture of a Palestinian home.

### A Mezuzah

A mezuzah is described in the section on worship, page 11. To make a model that the children may examine use a plastic toothbrush container for the box. Write the mezuzah verses on colored paper. Help the children to understand that when the mothers and fathers touched the box they did not have to read the words each time. They had memorized the verses. So, too, children can learn words from God's book so that they know some of the things which the Bible tells us even though they cannot read.

Session 2 tells about a tent home.



A model tent can be made from a chamois skin and sticks set up in lumps of plasticine or play-doh. Children may retell the story with the model tent and clothespin figures. If a set of such figures is made now they may be used several times during Unit B of this quarter. Clothing may be made from scraps of material and faces can be cut from old lesson leaflets.

During Session 2 the children may make invitations to come to Sunday school. They may be similar to the ones described in the fall quarter, Session 1. Besides a picture to be pasted on the cover it is good to have a Bible verse. Possibly the memory verse from Session 1 can be written or mimeographed on small slips of paper for the children to place on the cover. The inside page may have a written or mimeographed invitation. Tell the class members to have their parents read to them the story on the back of the lesson leaflet and together they can decide whom they should invite.

### **Christian Courtesy**

Extremely important is the aim of Session 3 to encourage the child to consider the comfort and happiness of others. Christian courtesy should be one of the ever-ready tools in the daily lives of those who are trying to live according to Christ's commands. Role playing

on how to treat visitors will serve the children well in later situations at home and at church. The thought can be inserted that friendliness to newcomers in God's house is another way of using our abilities to accomplish Christ's purposes. In line with this the children may sing the motion song, "Two Little Eyes."

### **A Game For Review**

A game or puzzle may be made from the three figures on the last page of the Session 3 leaflet. Take a sheet of construction paper 9"x9". Fold up two inches from the bottom. Divide the folded portion into three pockets and fasten with staples. Divide the upper portion of the sheet into three sections, 3"x3". In each section draw a simple home, one a Palestinian house, one a tent and one showing a guest room. Mount the figures on heavy paper and have the children insert each figure in the proper pocket below the corresponding house. It will be fun for several times and the conversation along with the game can serve as a review.

Unit B has Bible stories which introduce several stories of the patriarchs. Let us teach Unit A in such a manner that the children in the class will anticipate Unit B, and in every unit will grow as children of the Heavenly Father.

# Helps for

## Teachers of Primary

by SISTER GERTRUDE HILL

*Based on Christian Growth Series  
Primary 3, Winter Quarter*

AS YOU recall, the fall quarter acquainted the children in the primary department with the practical uses of the Bible and the real meaning of Christmas. Now, as we survey the winter quarter we realize how the lesson content of the fall quarter provided the necessary understandings to preface the study of "Jesus the Savior." This natural progression and correlation from unit to unit, quarter to quarter and year to year makes us aware and appreciative of the total curriculum plan of the Christian Growth Series.

Looking at the table of contents in the Teacher's Guide of the winter quarter we see how the three units naturally follow those of the fall quarter: the birth of Jesus—His childhood—His public ministry—all revealing God's love for all people and the purpose of the earthly mission of Jesus, the Savior.

Unit A, "Jesus Grew Up," centers around the experiences of

Jesus as he grew up in his home, church and community. Unit B, "Christian Children in Their Neighborhood," applies the Christian's growth and experiences to the growth of Jesus, challenging the children to follow Jesus' example and teachings in living helpfully with their neighbors. Unit C, "God and His Son, Jesus," explains God's purpose in sending Jesus to live and work with people.

Adjustments will have to be made for teaching the sessions this quarter and the next quarter so they will coincide with the church year. Since Palm Sunday comes on March 22, session 13 should be taught on that date. It would be unwise to delay teaching Session 12 until after Easter as the events occur in the order of the arrangement of lessons in Unit C of the winter quarter and continue through Unit A of the spring quarter. It would, therefore, be best to combine Sessions 11 and 12

in Unit C of the winter quarter to be taught on March 15. Actually the story of the annunciation and birth of Christ in Session 11 is a review in identifying the purpose of Jesus' coming to earth and readily prefaces Session 12 which relates the events of Jesus' baptism and God's announcement that Jesus was His beloved Son. The Easter story in the first lesson of the spring quarter should be taught on March 29. Unless there is no church school session because of special Easter services for the children, the suggested rearrangements are most feasible. However, if there are special Easter services with no church school classes, a review of the Easter story in Session 1 of the spring quarter would be delayed until the first Sunday in April. Should there be an extra Sunday without a specific lesson at the end of the spring quarter, a general review can be planned for the last Sunday in June.

### Check Your Needs

In order to plan early for the materials needed during the winter quarter, check the books which correlate with the lesson content and which would be helpful and interesting to the children. These books may be used either for browsing by the children who come early or they may be used as resource materials to be shared during the class session. The fol-

lowing books are suggested: *When Jesus Was a Little Boy* by Georgia Moore Eberling, *Tell Me About Jesus* by Mary Alice Jones, *Children of the Heavenly Father* (book of prayers) by Elinor C. Johnson, *Holiday for Helpers* by Dorothy Westlake Andrews.

### "Jesus Grew Up"

Now we proceed to the more detailed study and planning of Unit A, "Jesus Grew Up." The aim of this unit is to make sure that the children in the primary department are clear about the fact that the baby Jesus, the boy Jesus, the man Jesus and the Savior Jesus are the same person, thereby realizing that Jesus was both human and divine.

The four sessions of Unit A briefly present the earthly life and ministry of Jesus: his childhood experiences in the family home and in the temple, the man Jesus preaching and teaching in the synagogue, and the Savior Jesus giving His life to save the people from their sins.

Three songs, especially appropriate to use with Unit A, are "Jesus Was Once a Little Child," "In the Temple," and "Beautiful Savior." These songs are found in *Songs for Children* by Lekberg and Nordgren. It is possible that some or all of these songs are familiar to the children in the primary grades. Illustrating the second and third stanzas of the song,



"Beautiful Savior," with pictures drawn or mounted on a song chart would make the content of the song more meaningful.

### Some Unit Activities

Several projects may be considered for the unit activity. A picture book may be compiled with original drawings and clipped pictures of the child Jesus and of boys and girls working together, emphasizing the idea of growing up to be like Jesus. The same idea can be worked out as a frieze with the drawings or pictures mounted on a long sheet of wrapping paper; or, as an accordion book with pictures placed on light weight cardboard hinged together with masking or mystik tape. If a gift project is desired, scrapbooks can be made to be given to a children's hospital or to sick children in the community. Pictures from unused leaflets that illustrate the childhood and ministry of Christ are mounted on manila or construction paper and assembled into a scrapbook. These pictorial illustrations can be varied according to the interests and abilities of the various age groups and the availability of pictures on the life of Christ.

Since the Bible tells us very little about Jesus' childhood, we relate his boyhood experiences to the Jewish life in the home and synagogue school of that time. In addition to studying the Biblical

basis for each session and reading the background material in the Teacher's Guide, we may find it interesting to explore more background information as is given in *A Picture Book of Palestine* by Ethel L. Smither and *Life and Customs in Jesus' Time* by Joseph L. Gift.

To vary the story period for Session 1 the children could sit on rugs to give the atmosphere of the synagogue schools.

### A Mezuzah

In the introduction to the story, reference is made to the mezuzah found on the doorposts of the Jewish homes. "Helps for Teachers of Primary" in the September issue of THE CHURCH SCHOOL TEACHER explained how the children might make a replica of the mezuzah. If you have your sample of the mezuzah which you made or used for the fall quarter, Unit A, you could show it to the class and recall the special verses from Deuteronomy 6:4, 5 placed in the mezuzah. If you do not have the September issue at hand or did not make a mezuzah the directions are repeated. Take an empty plastic toothbrush holder or a narrow rectangular cardboard box to serve as the receptacle for the small roll of paper on which is copied the passage from Deuteronomy. During the four sessions for Unit A of this quarter, the children may like to

copy the memory verses and place them in a mezuzah. The children take these mezuzahs home with the suggestion that they may like to place them on their bedroom door.

In Session 2 the significance of worship is exemplified in the story of Jesus in the temple at the age of twelve. The importance that Jesus attached to "being in my Father's house" provides the opportunity to help children realize that they can grow in their worship experiences when they come together as a group of Christians.

### **A Comparison**

After telling the story of "Jesus in the Temple" it may be interesting to compare the temple service to our church services, particularly the similarities: the singing of hymns, reading of scripture lessons, prayers, the sermon and benediction. The suggestions for the worship service may be varied by using Psalm 122:1 as the call to worship and Psalm 136:1-9 as a choral chant with the repetitious phrase "for his steadfast love endures forever" given by the children as a response to the introductory statement of each verse read by the leader or teacher.

A scroll could be made in Session 2. The second and third graders can easily copy the memory verse for this session on ruled paper which is rolled on two sticks to form the scroll. The teacher's

sample of the scroll may be placed to the side of the Bible on the worship center and used for the worship services in both Sessions 2 and 3 to identify the type of Bible (scroll) Jesus used in the temple and synagogue.

### **The Aims**

Whichever aim of Session 3 is developed determines the emphasis and the procedure to be followed. However, in studying the leaflet story and the Teacher's Guide it appears that the major aim is to help the children realize Jesus' love for sharing the Word of God with others. The secondary aims point out the need for clarifying the observance of the third commandment as regards Sunday and the Jewish Sabbath, and to follow Jesus' example in being obedient to his parents.

A large teaching picture to use with Session 3 is pictured number 1 "Jesus in the Synagogue," of the Christian Growth Series Picture Sets, Primary III. This picture shows Jesus using the scroll while preaching in the synagogue.

Session 4 presents a practical application of the individual's personal need for Jesus, the Savior. In the account of Jesus' visit to the home of Zacchaeus, we note the special need of Zacchaeus for confessing his sin of dishonesty and making amends for it. If you have the flannelgraph story of Zacchaeus

this would be an interesting variation in telling this Bible story.

Now, in looking back over Unit A of the winter quarter, we can identify the specified understandings, attitudes, and action patterns which should develop from the four sessions: the understanding of the humanity and divinity of Jesus; the attitudes of reverence in wor-

ship, respect for parents and elders, love to Jesus, Friend and Savior, kindness and thoughtfulness to one's neighbor, a forgiving spirit; action patterns expressed in the desire and efforts in growing to be like Jesus.

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*Texts mentioned are available through Augustana Book Concern, Rock Island, Illinois.*

## FRANK



"But the pastor said 'Dedication'!"



# Helps for Teachers of Junior

by MARY NORDLUND SHUEY

*Based on Christian Growth Series  
Junior 3, Winter Quarter*

DO YOU remember the closing Bible scene and verse in Junior 2, winter quarter? Jesus gave the command, "Go therefore and make disciples of all nations—" and He promised,—"lo, I am with you always—" Junior 3, winter quarter is a continuation of that scene in Galilee. That small group of disciples must have been overwhelmed at the immensity of Jesus' command. Jesus knew how they felt and gave further directions. He instructed them to go back to Jerusalem and wait. He said, "—you shall receive power when the Holy Spirit has come upon you; and you shall be my witnesses in Jerusalem and in all Judea and Samaria and to the end of the earth."

Thus the new winter quarter begins. It includes most of the events in the book of Acts and refers to some of the epistles. There is no dispute about the authorship of the book of Acts. It is interesting

to compare some verses in the Gospel of Luke and the book of Acts. See Luke 1:1-4 and Acts 1:1-2; Luke 24:44-54 and Acts 1:3-14; and Luke 24:49 and Acts 1:4. Share some of these verses with the juniors. It will help them to recognize the author of Acts and to sense a continuation of report or record.

I can picture teachers of juniors becoming very excited about teaching this quarter's material. There is so much action and human interest. Plan to read the whole book of Acts in one or two sittings. If possible, also read Phillips' translation or paraphrasing. His manner of writing almost forces one to action! Then plan to go through the Teacher's Guide and Study Book. Sometimes teachers use a type of outline or diagram in order to get a picture of the whole quarter. Divide a large sheet of paper into five parts horizontally and thirteen parts verti-

cally (one for each lesson). Allow sufficient space for later additions as you progress into the quarter. In the first column indicate what the lesson is about; in the second column, write your aims; in the third, indicate the method to be used; in the fourth, the memory work; and the fifth, the activity for the week.

### Source Materials

It is well to check through the suggested activities for which you may need outside source materials. Decide if you should send for the suggested references. For example, Session 5 suggests an activity to develop an appreciation of contributions made by Negroes. Besides the names included in the Guide, Booker T. Washington, teacher; Dr. Ralph Bunche, U. N. co-ordinator; and Carl Rowan, reporter, could be added. Friendship Press has inexpensive Frontier and Eagle Book editions about Albert Schweitzer, "They Thought That He Was Mad"; David Livingstone, "Get Through or Die"; and George Washington Carver, "The Man Who Asked God Questions." Send to the Augustana Lutheran Church Women, 3939 Pine Grove Ave., Chicago 13, Ill., for the Frontier and Eagle book lists. The above mentioned books are more suitable for the sixth grade reading level and possibly

would be too difficult for most fourth graders. In most cases the teacher of the fourth grade would not plan to carry out the extra activities. If your class consists of all three grades, challenge the more advanced, regardless of grade, to do the extras.

The Loyal Workers' Diary is the activity suggested for the quarter. By carrying out the suggestions given in each session, the story of the beginnings of the Christian church should become alive to the juniors. If your class is not accustomed to working on projects in connection with the church school lessons, then plan carefully how you will introduce this project. Use the Study Book to show pupils the suggestions given under "A Loyal Workers' Diary." If possible, have a sample page or two ready to show them. Otherwise, using the picture of the boy at work on his diary can be helpful. The story of your local church, its beginnings, what is being done to carry on Jesus' work, how Acts 1:8 is being applied, could be an interesting addition to the diary.

### Witnessing

The correlation between Acts 1:8 and the contents of the three units in this quarter is interesting. The witnessing began at home in Jerusalem. Unit A, "Carrying on

in Jerusalem," contains some of those events. When opposition became strong, some Christians left Jerusalem to witness in the outlying areas. See Unit B, "Outsiders Become Christians." In Unit C, "Paul Carries on Jesus' Work," the message of the risen Christ was brought to other parts of the world. To the people of that time the known world consisted of the land around the Mediterranean Sea. The people in this whole area were subject to one government, the Roman Empire. Their Caesar lived in Rome. People living elsewhere were considered to be barbarians. As your class progresses from unit to unit the juniors will be thrilled to realize the unfolding of Acts 1:8.

### **Missionary Education**

Are you using the new mission material prepared by the Augustana Church Women, which correlates with the Christian Growth Series? Have you noticed that the material for each department is divided into three sections? The first division contains twelve worship services, which are to be used if you have the monthly mission Sundays; the second has mission study suggestions which correlate with the units in Junior 3; and the third has short paragraphs of current events called "Our Church Around the World." This infor-

mation can be used for brief class reports.

On the day that you introduce Unit A, "Carrying on in Jerusalem," plan to show a picture of the ascension of Christ. Let the juniors express how they would feel if they were the disciples, seeing their leader go away from them and remembering the bigness of His last command. The juniors, with their gangs and clubs, can sense how it would feel with their usual leader gone. They would certainly want to follow the directions he gave. So too, with the disciples, who returned to Jerusalem to wait for the promise of power which would make them effective witnesses.

### **"What's in a Name"**

In Session 2 the suggestion given in the Teacher's Guide for presenting the story, "No Silver or Gold to Give," is good. Call attention of the class to the words that gave the lame man the power to walk. "In the name of Jesus Christ of Nazareth, walk." It is interesting that Jesus is identified by the mention of his home town. Juniors will like that! Playing a game, "What's in a Name," may help the junior to realize the significance of his name, that it is more than a word. It represents his whole personality. Say a name. The expression on the pupils' faces will usually indicate some kind of



response. Let a few share what comes to their minds. If it is the name of someone they know, they will describe that person indicating their reaction to that individual, good or bad! Thus they can learn how others may react when their name is spoken. Use Proverbs 22:1, "A good name is to be chosen rather than riches, and favor is better than silver or gold."

### A Drama Session

Session 3 is conveniently set up for dramatization and role playing. (See Role Playing in CHURCH SCHOOL TEACHER, March 1958.) After the little play has been given, let three students take the role of James, Bill and Harry and continue the conversation found in the beginning of the story. Notice the method suggested in the Guide for the memory work.

Session 4 introduces the need for deacons and deaconesses. Write to the Immanuel Deaconess Institute, Omaha, Nebraska, for information and slides showing some of the work there. To review the events given in Unit A, it is suggested that the juniors plan a series of dramatizations. If this is not practical, a frieze illustrating the events could be made. A frieze is a series of pictures illustrating continuous events. They can be drawn directly on or pasted on long, narrow paper. Shelf paper is

fine. The pictures start at the left and extend to the right as far as necessary.

### The Martyrs

Stephen is called the first Christian martyr and James, the first martyred apostle. He died at the hands of Herod in 44 A.D. Sometimes the question is raised regarding what happened to the other disciples. No authentic record is found but the following traditions may be of interest to you.

Nero, the Roman dictator, took Paul's life at Rome in 67 A.D.

Barnabas was martyred at Cyprus during Nero's reign.

Thomas preached in Persia and then in India where he founded a Christian church. He was slain near Madras.

Nathaniel also may have reached India. He was burned alive by King Astyages of Armenia.

Matthew went as far as Ethiopia. He was slain in Persia.

Peter, at his request, was crucified head downward.

Andrew ministered in Greece and was crucified at Achaia.

John had charge of the churches in Asia. He was plunged into a boiling cauldron but was miraculously saved. He was the only apostle to die a natural death.

Philip preached in Phrygia (Turkey) and died by crucifixion.

James, the Less, was the first bishop at Jerusalem. He was thrown from a tower, stoned, and clubbed to death in 62 A.D.

Jude preached in Arabia, Persia, Mesopotamia and Syria, where he suffered martyrdom.

Simon preached in Egypt and was slain at Suanir.

Matthias moved through Asia Minor. He was put to death at Colchis on the Black Sea.

The following suggestions for resource materials would be helpful in your class work:

"Into All the World"—Book of

Acts with pictures and maps. Available for 8¢ each from the American Bible Society, 310 N. Michigan Ave., Chicago 1, Ill. Ask your pastor for a closer address.

*I Will Build My Church* by Amy Lillie.

*The Church in the Changing World* by T. Tappert. Both books available from Augustana Book Concern, Rock Island, Illinois.

Two filmstrips, "Stephen, the First Christian Martyr" and "Life of Paul," both available for \$5.00 each from Audio-Visual Service, 2445 Park Ave. So., Minneapolis 4, Minn.



# *Helps for* Teachers of Intermediate

by RUTH SWANSON

*Based on Christian Growth Series  
Intermediate 3, Winter Quarter*

THE LIFE of Christ will be the next topic for the intermediates in their study of the New Testament.

The fall quarter provided an understanding of the life and times of the world into which Jesus was born; the winter quarter will present Him in an historical sequence as well as God's way of salvation for man.

This quarter affords the opportunity of getting a fresh look at the narratives of the New Testament as a connected whole: the idea of Jesus as the "Way"—the Savior of the world. Probably the most important aim for this study is to foster true growth in the experience and appropriation of redemption for both pupils and teachers.

Three phases of Jesus' ministry on earth are discussed in the three units of the quarter. The lessons in Unit A, "Foundations," indicate how He was prepared for His

ministry, those under the title, "Opposition," tell of ways He faced opposition in His ministry and the last unit, "Redemption," is the study of the close of His ministry, the completion of a divine plan. Each lesson presents a challenge to the pupils and their teacher with this study of the Gospels.

A chat with the editor-in-chief of Christian Growth Series, Dr. Theodore K. Finck, concerning this particular quarter brought out some interesting comments. "This quarter is an especially good one. The author really knows the intermediates. This is evident in the way he handles the content as well as in his suggestions for procedures. As I read his manuscript I could just 'see' Don Irvin in the middle of a group of engrossed 12-14 year old boys and girls. I tried to preserve that feeling as I edited his work." A look into the Teacher's Guide for this quarter will quickly



verify the editor's opinion. There are excellent suggestions for proceeding from the group's experience through a Bible study to "God's way for you"—the practical application of the lesson. These suggestions form a readily workable outline for teaching each lesson. A few marginal notes made by the teacher will adapt it to the local situation and make it his plan of procedure for the day.

### **Guideposts**

Although John 14:6 might be considered the key verse for the quarter, the intermediates should be encouraged to choose key Scripture passages from their study which they feel indicate God's way for them. The "guidepost" device in each lesson will stretch their thinking and help them discover new Biblical insights in relation to their lives. These insights or "guideposts" will develop into a kind of summary of God's way for each intermediate.

The Biblical background at the close of each session plan in the Teacher's Guide should be studied simultaneously with the Scripture passages as part of lesson preparation. This information added to that from a Bible commentary such as Dummelow's will provide resources upon which to draw during class discussion.

During the month of January

the intermediate boys and girls and their teachers will together come to a better understanding of the foundations on which Jesus' life-work rested as they study the lessons of Unit A.

Parallel passages from each of the Gospels are used as the Biblical basis for some of the lessons and complementary passages for the others. The fact that these references are familiar does not indicate a lesser need for preparation; it may be that more time will need to be spent in order to discover deeper insights and gain clearer understandings of that which is so familiar. Both teachers *and* pupils will benefit.

### **Restate the Aims**

The question, "What does this passage have to say to the 12, 13 and 14-year-old?", must be answered at the very beginning of lesson preparation. The aims of each lesson as set forth by the author will be of great help in this task; however, local situations and personalities may necessitate a restatement of the aims to be of most benefit to the class.

Many of the intermediates are giving serious thought to their future careers and are interested in various phases of preparation for their lifework. Here, with the study of Unit A, is an opportunity to help them understand that Jesus

also was prepared for His lifework and that His preparation compares to their own Christian growth. God prepares them for their Christian vocation by means of their baptism, by helping them to overcome temptation and by challenging them to share in the work of His Kingdom.

Presession time—time while class members are arriving—might well be used in setting the stage for the day's lesson. The author has some pertinent suggestions relating the group's experiences to the main theme of each lesson. For example, using the Boy Scout motto, *Be prepared*, as an opener for Lesson 3. These suggestions are followed by some choice bits of motivational material which will bring the class into the work of the day, such as referring to TV programs (L3) and discussing blueprints (L4).

The rather complete and detailed outline of procedures frequently reminds the teacher that the aims of the lesson are to be fulfilled through Bible study and discussion. If the conversations, dis-

cussions or group reports occupy the full class period—and this is possible if interest is high—the “Can You Do This?” section of the Pupil's Book may be assigned as outside-of-class work and used as a basis for review the following Sunday. One intermediate leader remarked, “I don't see how anyone can miss if this outline is followed—it is so complete. Everything one needs is right in the Teacher's Guide.”

The “Suggestions for Worship” in each session plan culminate the day's study, summarize its thoughts and tie it up in a neat little package. If local conditions make it impossible to have closing department worship, this may be used as closing devotions in each class. It will give a sense of completeness at the conclusion of the day's study. In lieu of music and singing, the hymn can be read.

Intermediate teachers who have studied these lessons and are prepared, will teach with an aim in mind and their enthusiasm will be so contagious that both pupil and teacher will grow in the process.

## *Family Christmas Service*

Around Christmastime parents are looking for a *family* Christmas worship service. Such a service will appear in the December 21 issue of TEEN TALK. Point it out to your intermediate and senior high pupils. Urge them to recommend it for use in their homes.

# Helps for Teachers of Senior

by ANNETTE JOHNSON

Based on Christian Growth Series  
Senior 3, Winter Quarter

THE seniors complete a review of the Old Testament during the winter quarter with an examination of the "wisdom," "poetry," and "prophecy" books. Rather than telling about what people did, as in the case of the historical books, these tell more about what people thought and prayed.

Keep in mind that this is a very intensive study of these books since most of the seniors should already be quite familiar with the Old Testament. Draw on their reservoir of Old Testament knowledge for this quarter. These sessions should deal not so much with facts and details but the emphasis should be on the need for and promise of a Savior as revealed in the books studied.

Pages six and seven in the Teacher's Guide give quite a complete list of reference books. Additional books that should be helpful are *The Story of the Old Testa-*

*ment*, Cooper; *The Book of Life*, Snyder; and a *Bible dictionary*. *The New Testament in Modern English* by Phillips will be helpful for the New Testament passages. Try to make use of as many of these reference books as possible. Some may be found in your church library, your pastor may have some, and several can probably be located in a public library.

The winter quarter is composed of three units. Unit A covers the poetical books; Unit B, the major prophets; Unit C, the minor prophets.

The January sessions cover the wisdom and poetical books of Job, Psalms, Proverbs and Ecclesiastes. The first two sections in Session 1 are introductory. Interest might be aroused by having played on the piano a few measures from an American folk song or ballad; or have a few lines read from one of the ancient songs mentioned in the



Teacher's Guide, page ten. Use this as a means of getting across the idea that the story of Job developed much like these ancient songs. Review quickly "What Is in the Book of Job?" Spend the greater part of the session on the last two sections. In presenting the problem of suffering, if possible use local illustrations. Sharpen the questions given on page eight in the Teacher's Guide and use these as "key questions" for the discussion. More participation will be brought about this way than by just reading the questions and filling in the blanks. If time permits, divide the class into several groups and let them dramatize or read portions of the speeches of Job and his friends. Be sure to include Job 42:1-6.

### Poetry of the Bible

The Teacher's Guide suggests a good introduction to Session 2, but do not spend so much time discussing the mechanics of poetry that sufficient time is not allowed for the study of the Psalms. Choose a number of the less familiar ones and those that especially make reference to Christ. Divide the class into groups and assign a Psalm to each group. When the class reconvenes someone from each group should report on the Psalm considered by their group. Encourage the seniors to

read at home the Psalms not read by them in class. The seniors might enjoy having a copy of "A Reference List to Poetry of the Bible" printed by the American Bible Society. These may be obtained for 35 cents per hundred from your nearest ABS office.

### Wisdom vs. Knowledge

Seniors are not too old to enjoy playing a game of scrambled proverbs. This may help to create interest and set the stage for the study of Proverbs in Session Three. The introduction in the Study Book, "Who Is Wise?", should bring forth considerable discussion, especially since so much is being said and written currently in regard to attitudes toward learning. Let the seniors toss this question around awhile. Have someone read Proverbs 1:7 as a solution to the question. Bring out the difference between wisdom and knowledge. Have someone look up the two words in the dictionary. Proverbs 3:11-18 and 4 are among those that might be read to point out the virtues and rewards of wisdom. Divide the passages given in the three sections on page 16 in the Study Book among three groups. Have a fourth group try to recall and look up in New Testament passages where Jesus quoted proverbs. Another reference list printed by the American Bible So-

ciety, "Wisdom from the Bible," might be distributed to the seniors. These may be obtained for 25 cents per hundred from the ABS.

A study of the picture on page 17 and identification of the individuals on page 18 should prove a good means for getting at the theme of the book of Ecclesiastes. Spend some time in discussing the philosophies of the individuals pictured. You may want to include pictures of more current personalities, some with whom the seniors may be more familiar. Assign the Bible references to buzz groups. Have the seniors compare the ways by which man tried to find happiness in Old Testament days with how man tries to find happiness today. Perhaps they can think of

examples of individuals that have sought happiness by the seven ways suggested in the passages given in Ecclesiastes. From this discussion lead into the section "Ecclesiastes and Christ," helping the senior see what God wants to teach by this book. Guide the discussion so that the seniors will realize that life without God is vain, and that only Jesus can give abundant life that is not vanity.

Keep in mind in teaching all sessions that God is speaking through these books. Guide the seniors to discover how God speaks to man even today through art (poetry), preaching (prophecy), and other forms of human expression. Encourage the senior to catch God's voice from these for himself.



## Helps for Teachers of the Adult Bible Class

by N. LEROY NORQUIST

**W**HY study the Bible? There may be many kinds of answers to such a question. For example, I heard of one man who studied the Old Testament to find some clue as to the location of King Solomon's mines. Someone who is interested in languages might study the Bible to learn Hebrew or Greek. A history teacher might find that the Bible helps him understand the history of ancient times. Another might study the Bible as literature. You could get all of these things out of the Bible.

But you would still not be using it for its real purpose. The true reason we study the Bible is something else, something deeply personal. When we study it, we ought to be listening intently for the voice of our Lord. Every person in a Bible study group ought to be coming to grips with the question, "What does this passage say to me?" He may find that God

has something to say to him about his sins. He may hear a word of encouragement or consolation. Perhaps God has a command for him, something for him to do. Bible study is not just for information or even for doctrine but for the personal word that our Lord wishes to speak to those who study His Word.

True, the Bible in itself is a fascinating book. We can find interesting problems to work on: the dates of the kings of Israel, tracing the journeys of Paul, piecing out the relationship between Matthew, Mark and Luke. The facts can be fun to talk about. But when we find ourselves so interested in them that we lose the real reason for Bible study, then we might as well close our books and go home.

So the teacher's work is cut out for him. He must do all he can to keep first things first. He can



never let the people get so interested in the fortunes of Joseph or the plan of the Temple that they forget to listen for the personal word.

I am not saying we should not use commentaries and other helps. By all means, we should use them. The Bible is often hard to understand, and we need the help of the experts. But let the teacher make sure that only that which is helpful to our main purpose is brought forth, and no more. If it helps us hear the voice of our Lord by knowing whether or not Paul visited Samothrace on his second journey—and it is possible that it could—then by all means let us find out if he did or not. Let us get all the help we can from books about the Bible. But if it makes little difference so far as hearing God's message is concerned, then let us not make an issue of it.

### **We Hear His Voice**

But how can we be sure that what we hear really is the voice of God? Maybe it is only our own wishes and whims that come through? What then? The answer is that this is why we study the Bible in groups. When one person studies all by himself, he runs the risk of making a wild interpretation. But in a group each person can submit his insights to the others by saying, "This passage

seems to say to me . . ." Others can take up his statement, remind him of other things that enter the picture, correct and enlarge on his answer, and the whole group benefit by sharing. I believe this is at least part of what Jesus meant when He said, "Where two or three are gathered in my name, there am I in the midst of them" (Matthew 18:20).

### **Real-life Terms**

Also the group can check on the glib, conventional answer. Some people seem to think they can dispose of every question with a theoretical answer such as, "Because of original sin." The group ought to checkmate such a person and make him say what his answer means in real-life terms. "What is original sin?" "What does it look like in life?" "Describe it in present-day language."

The teacher's job is to direct this process. He must continually remind the group of the real function of Bible study groups. He must make sure that people do not get too interested in the facts for facts' sake. He must forever be checking the conventional answer that removes Christianity from real life. He must keep asking, "What does this passage mean to you personally?" If the teacher does these things, our Lord will have a chance to speak.

# Audio-Visuals for Use with the Christian Growth Series

● WINTER QUARTER, 1959

by GEORGE AMMON

## GENERAL INSTRUCTIONS

AS in the past quarter, this article seeks to give special help to those using audio-visuals with Christian Growth Series, in addition to giving help in selecting them. A pattern is being established whereby there will be fewer titles suggested but more ideas for utilization given.

Each quarter's work is divided into three units which become the focus of the utilization ideas. In some cases the suggestions are directly related to one Sunday's *lesson*, rather than to the unit, but generally it is to the *unit*.

Teachers tend to teach *lessons* rather than *units*. Generally, better teaching results when the teacher sees a unit of work as a whole—gathers many resources for the unit, and plans carefully for the unit. Such larger and more flexible planning requires greater creativity and admits of a more natural use of audio-visuals. It also calls for more audio-visuals to be available "on tap"—which means a church (or group of churches) ought to *own* many more good audio-visuals.

good introductory filmstrip for this unit. It tells about everyday life in first-century Palestine, showing a typical family day. It was in such a home Jesus grew up and lived as a small child, as a boy and as a man. Try to have the children guess what is happening in each frame. This will tell you how much they already know about the area of concern. Help the children develop their concepts of growing—especially as this relates to Jesus' earthly growth. This filmstrip should be brought in naturally early in the unit, not necessarily on the first Sunday.

For Session 2 you might use *A Trip from Nazareth to Jerusalem* (SVE). Suggestions on how to use this filmstrip are found in the December 1958 PARISH SCHOOL.

## Unit B—Christian Children in Their Neighborhood

*Learning About Friendship* is a new sound filmstrip (Family Filmstrips, Inc., 40 frames, color, guide and LP record, \$10) which is a story about neighborliness on the older primary level and is useful for Session 5 which is the first session in Unit B. In using this sound filmstrip prepare by getting some older primaries to view the filmstrip with you and plan how to fit it in with your own purposes. This

## PRIMARY 3—Winter Quarter

### JESUS THE SAVIOR

#### Unit A—Jesus Grew Up

*At Home in Nazareth* (SVE—37 frames, color, guide, \$6) is a rather

could be a good discussion starter and lead to some real project in "neighborliness" by the primaries.

### Unit C—God and His Son Jesus

Although this unit seems to have only three lessons, it spills over into the next quarter with three more! Thus any unit approach takes into account the total work is for six Sundays' duration! With this in mind we suggest a sound filmstrip to enrich the Palm Sunday lesson and to supplement a partial thrust of the unit, that is "to lead the children to see Jesus in all the fullness of His divine-human character." By using this 15 minute filmstrip as part of the departmental opening you may create a favorable environment to help clarify the partial revelation of the divine element in the Palm Sunday episode—so vividly portrayed here. The filmstrip and recording is Cathedral's *Triumphal Entry and The Cleansing of the Temple* (color, guide \$5; LP recording \$2.50).

If this same filmstrip is used *with the lesson* you may want to use it without the recording and eliminate the "cleansing of the temple" episode. Be sure to check for unwanted learnings by testing children's reactions. Use conversation on word meanings also, or any other device which will involve the children on a discussion level, thus insuring more meaningful learning.

## JUNIOR 3—Winter Quarter

### HOW JESUS' WORK GOES ON

#### Unit A—Carrying on in Jerusalem

*The Church in New Testament*

*Times* (67 frames, color, guide, \$5.50) will be a good general filmstrip for use with the entire quarter, and especially for units A and B. Should be introductory to the study period at the beginning of the quarter. It might also be used at the end of the quarter as a review.

A series of slides, *New Testament Maps*, is an excellent assist to the teacher who wishes to enrich learning through student research. Use as needed in various lessons throughout the quarter. (SVE—11 slides, \$6.60)

*Stephen, First Christian Martyr* (Cathedral sound filmstrip) is suggested for use with session 4. See December 1958 issue of *PARISH SCHOOL* for further suggestions on using this filmstrip.

#### Unit B—Outsiders Become Christians

A very useful filmstrip for two of the three lessons in this unit (6 and 7) as well as for Unit C (lessons 8-13) is *Life of Paul*, produced by the Christian Education Press. It is a 75 frame, reading filmstrip in full color artwork, giving an excellent biographical sketch of the life of St. Paul. By studying it in relation to the needs of the various lessons it can be used piece-meal to supplement certain lessons, but is probably best used as an orientation for the entire consideration of Units B and C.

#### Unit C—Paul Carries on Jesus' Work

See above under Unit B.

Also valuable here are the excellent films by Cathedral—*Life of St. Paul*. These are dynamic experiences on film which make Paul come alive.



**INTERMEDIATE 3—Winter Quarter****GOD'S WAY FOR MAN****Unit A—Foundations**

A 30 minute film *Boyhood and Baptism* (Cathedral—color, \$13; b&w, \$9) will serve to give a strong beginning to your study of "Foundations" in the life of Christ. By using this at the outset you will set the stage for better understanding of much that follows in this unit. Because it is 30 minutes you may wish to hold the lesson discussion for 30 minutes and precede or follow with this film, eliminating the usual opening or closing.

*The Baptism and Temptation* (Cathedral sound filmstrip) would be good for Session 2.

**Unit B—Opposition**

An excellent modern day story of "opposition" is the film *45 Tioga Street* (Cathedral—35 minutes, b&w, \$9) which is the story of a young catechumen who encountered opposition in his own family to the use of a Bible. Here is a fascinating story to be used on any Sunday in this unit when you wish to highlight one kind of modern "opposition" to Jesus.

**Unit C—Redemption**

Session 13 falls on March 29 which is Easter Sunday when the subject is "How Was God's Way Triumphant?" The film suggested *Crucifixion and Resurrection* (Cathedral—30 minutes, b&w, \$14; color, \$20) will be an excellent climax of the quarter's work and the last unit on "Redemption."

Resist the use of this film as a "show" for all departments. Use it

specifically at the Sunday school hour for the intermediate department and surround it with as much dignity and meaning as possible. Because it is 30 minutes long you will need to adjust the time schedule so it is the very last thing for the department to experience. Conclude, after the film, with a brief student-prepared prayer for redemption to be operative in every life.

**SENIOR 3—Winter Quarter****CHRIST IN OLD TESTAMENT  
POETRY AND PROPHECY****Unit A—The Poetical Books**

*"How the Old Testament Came to Be"* is a very useful filmstrip for orientation to the entire quarter. Inasmuch as there is no projected material specifically related to the poetical books we suggest the above as a good vehicle to help seniors get an *overview of the entire Old Testament*. It will be necessary for the teacher to add the specific angle of the quarter which relates Christ to many elements of the Old Testament. It may be that you could show the entire filmstrip before anything is considered from the teacher or pupil book and help the pupils get a clearer idea of origins and antecedents. (This is a new filmstrip by Christian Education Press, \$5.50.)

**Unit B—The Major Prophets**

*Isaiah, Statesman for God* (Cathedral, 15 minutes, color, sound filmstrip, \$7.50) is the nearest thing to a usable treatment of this prophet for our senior lesson purposes. Because it was not prepared for this Session (5) or this unit of lessons, it will have its in-

herent limitations. However, there are some compensations. It is well done technically, with excellent music and commentary. It may be too "slick" for some, but will be helpful in the hands of one who wishes to supplement the book-work with a reasonably good audio-visual. Some may prefer to use the recording only because it seems an excellent audio-aid. Others will prefer the filmstrip alone—to which they give their own commentary.

#### Unit C—The Minor Prophets

*Amos and Hosea* (Alexark & Nor-sim, 35 frames, color, \$7.50) will serve

to bridge Sessions 9 and 10 which begin the unit on the minor prophets. If you choose to use one part (Hosea) for Session 9 and the other for Session 10 (Amos) you could profitably use this filmstrip as a teaching tool for lesson purposes.

If you use it as a prelude to the study of the unit and show it all at one time (Lesson 9) then the approach might be to "angle it" to the unit aims rather than to the lesson purposes.

*Amos, God's Angry Man* (Cathedral sound filmstrip) is a resource which you may wish to use with Session 10.

## MAKE ROOM!

by Elsie S. Lindgren

**KNOCK! KNOCK! KNOCK!**

*At journey's end,  
No opening door!  
No waiting friend!  
A stable only—  
A bed of hay,  
Shining in Glory,  
That first Christmas day!*

*Shepherds awoke;  
And three Wise Men  
Followed a star  
And came to Him, then!  
In faith they walked,  
and wonder, and love,  
receiving the Son  
from Heaven above!*

**KNOCK! KNOCK! KNOCK!**

*O, heart, swing wide!  
Lord Jesus, be welcome,  
this blest Christmastide!*